



Horizon School Division No. 67

Vauxhall Junior & Senior High School

*Combined 2019-20 to 2021-22 Education Plan and
2018-2019 Annual Education Results Report*



*An inclusive learning community that
engages and empowers all learners for
success.*

Vauxhall Junior & Senior High School

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Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items

- **All learners leaving school are competent contributing global citizens.**
 - **Strong instruction that develops competencies**
 - **Literacy**
 - **Numeracy**
 - **Assessment**
 - **Response to intervention to meet the needs of all students**
 - **Collaborative Response Model**

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed

What makes us “Vauxhall Junior & Senior High” School

Principal’s Message

Vauxhall High School “Education – a life-long pursuit”

Vauxhall High School is a rural, regional school serving the communities of Vauxhall, Enchant and Hays and provides programming for approximately 195 students in grades 7-12. We additionally accommodate the Horizon Mennonite Alternative Program, which includes approximately 60 students, for a few classes each day. In our building the HMAP students take CTS courses like home economics, fashion studies and shop. They also take P.E. and about 20 of their high school students participate in our religious studies class. This year again, we also have some HMAP students in a few of our high school core courses. At Vauxhall High School (VHS) the emphasis is on learning; the expectation is that everyone in the building learns every day. We believe that learning is an inherently natural activity and that all students are capable of learning. We actively support students' with their academic endeavors' and strive to ensure success for all.

The core academic program is supplemented by the following complimentary courses: Foods, Fashion Studies, Construction, Mechanics, Woodworking, Art, Information Processing, Financial Management, Legal Studies, Music, Drama and Sports Performance (CTS). The extra-curricular programming involves an athletic program (cross-country, volleyball, golf, basketball, baseball and badminton), drama, yearbook, Safe and Caring Student Council, a Student Leadership Council and a G.S.A. All students are encouraged to participate in extra-curricular options. Vauxhall High School is an active and caring school. By far, the strength of VHS is the people within the building.

This will be the second year in which the school has participated in Experiential Learning Week. During the first week in May, high school students will have the opportunity to attend Lethbridge College and participate in one of 15 programs that range from engineering and culinary arts to mechanics and nursing. Other participate in one of our school's program such as Medical Sciences, Agriculture, Climbing, mechanics and more. It is a great way to explore possible school and career opportunities. For ELW, o ur Junior High Students will have a week (afternoons) to participate in a healthy lifestyle and Fine Arts program.

This is the Fourteenth year of our baseball program, the Vauxhall Academy of Baseball. This program stabilized our enrolment, for a time, and has given all of our high school students' access to a sports performance program (CTS modules) which includes a Sports Psychologist, Strength and Conditioning Coach, and an Athletic Therapist. The practice squad has increased to 6 players and the VAB is home to 22 players from across Canada. The VAB is actively fundraising in hopes of building an indoor

community center that could be used for year round baseball training as well as many other community activities such as walking for seniors, indoor soccer, indoor golf and so forth.

Like so many rural schools we are facing a declining enrolment and the accompanying loss of staffing and programming. Working tirelessly the staff, with the help of our community, parent council, and school board, continues to look for ways to stabilize our enrolment. This cooperative and collegial environment has created other spin offs such as partnerships, pride, opportunities and inroads created within our community. We must continue to look for ways to increase or stabilize our enrolment! Or our school's enrolment and programming will continue to decline. This school year we did have an increase of about 4 or 5 students. However, most left smaller communities in their junior high years and would have eventually come to VHS in grade 10.

This is the sixth year of our involvement in high school redesign. We are always working to continue to create relationships through our advisory program. We have a ten-minute check-in Monday, Wednesday and Thursday to grow relationships, keep connections and guide students. On Tuesday's, we meet for the entire advisory period as 8 individual groups comprised of multi-graded teams with staff members. Activities include providing service, team building, student council activities, building school culture and friendly team competitions.

As within Horizon School Division, Vauxhall High School believes that:

Education makes a difference.

Every person is unique.

Every person can learn.

Learning is a life-long process.

Education is a partnership among home, community, and school.

The parent is the primary educator.

Every person has inherent value

What is Special about VHS!!!

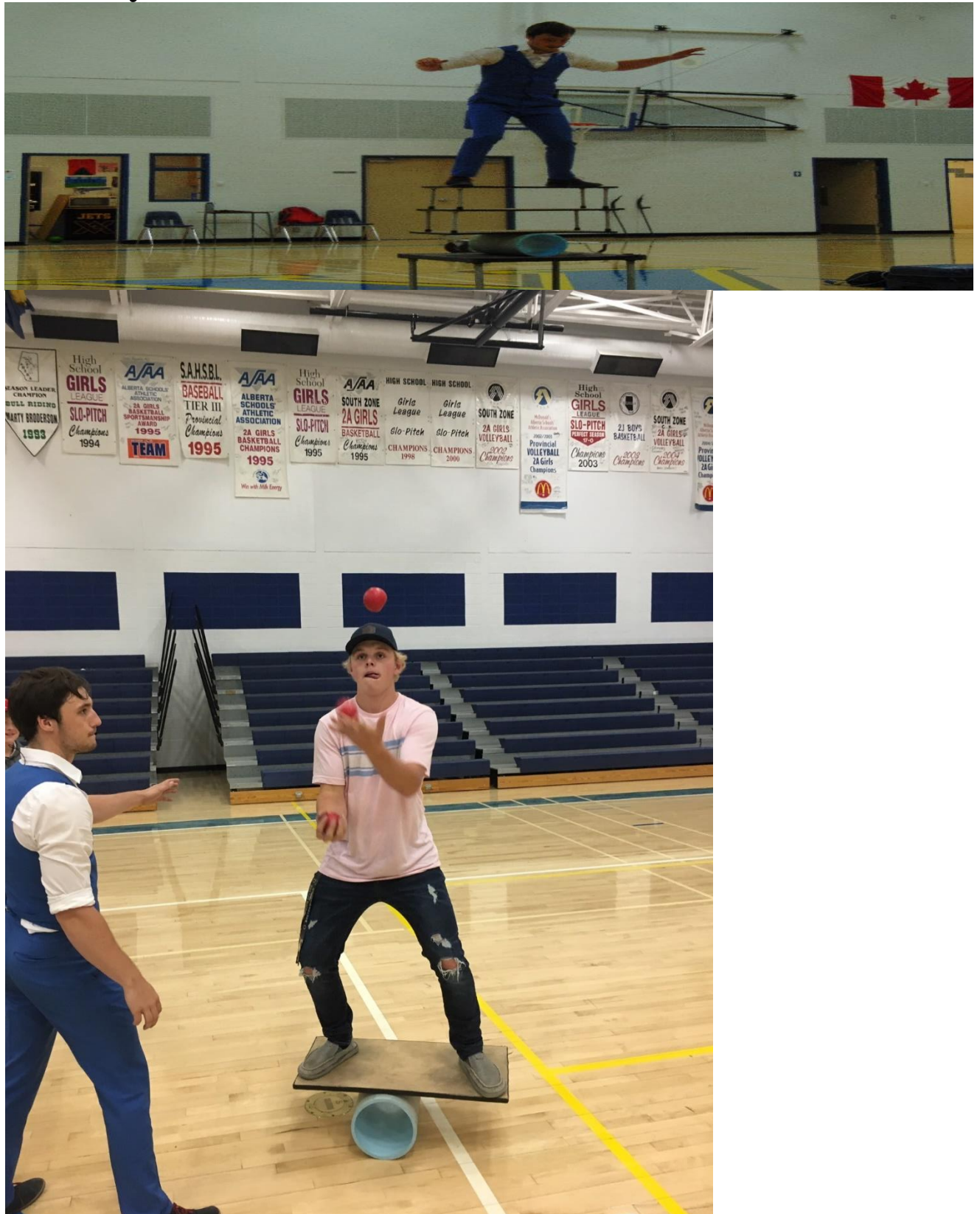


School Spirit

Annual Blue Cup (Tie Game – teachers still undefeated)



First Day Back – You can accomplish great things!



Giving Back! School Terry Fox Run



Music! Rock On!



Cardboard Boat Races



Titanic Award





School Spirit





Remembrance Day





VOLLEYBALL - Double Zone Champions – First time!



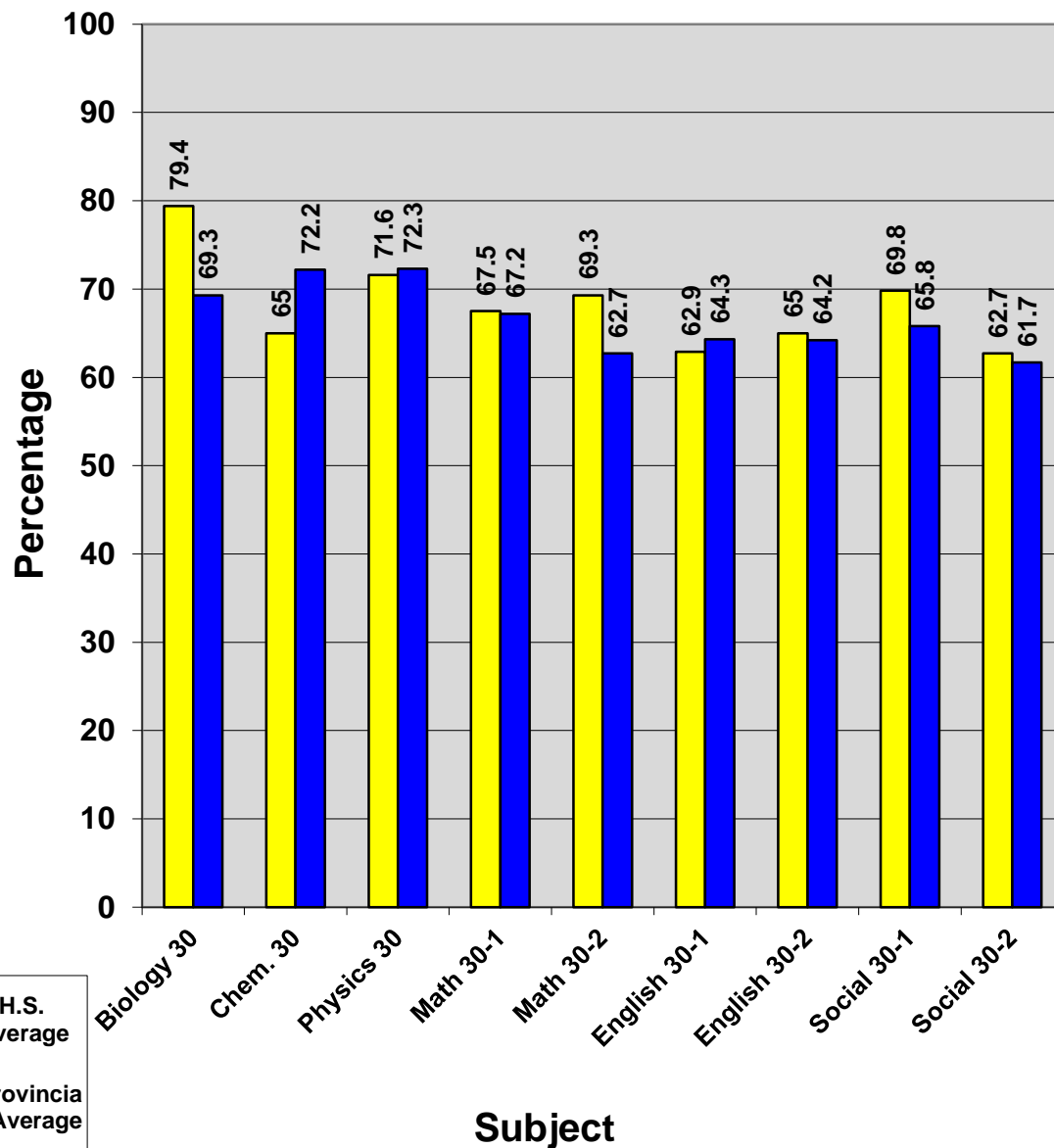


Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 6611 Vauxhall Junior Senior High School

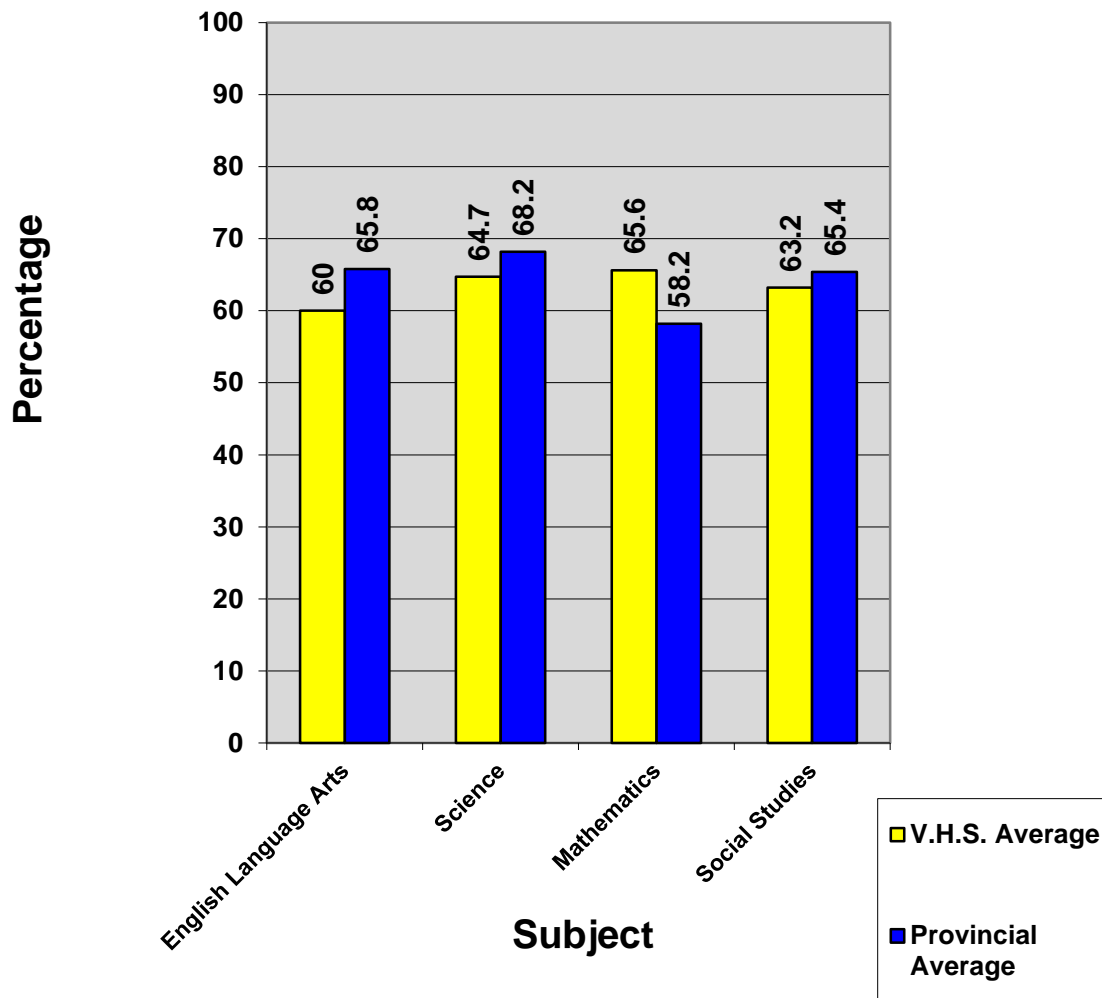
Measure Category	Measure	Vauxhall Jr Sr High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.1	94.8	93.7	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.6	87.5	84.7	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.0	96.0	93.7	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	1.7	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	95.6	91.9	93.6	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.0	73.5	80.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.0	15.4	20.6	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.2	98.4	93.4	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	19.6	38.9	26.3	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	72.8	64.0	66.5	56.3	55.7	55.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	88.9	82.1	82.3	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.9	67.0	61.6	59.0	58.7	58.7	High	Maintained	Good
	Work Preparation	96.4	94.4	93.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	88.8	89.5	87.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.1	93.2	88.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.2	93.7	94.1	81.0	80.3	81.0	Very High	Declined	Good

Notes: 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

June Diploma Exam Comparison 2018-2019 V.H.S. vs Provincial Results



Achievement Tests Comparison 2018-2019 V.H.S. vs Provincial Results



TARGETED AREAS FOR IMPROVEMENT IN 2018-2019

Performance Area	Current Result	Target (2018-19)
Continuous Improvement	85.2%	90%

This performance area is a School Improvement Measure that falls within Continuous Improvement. It looks at the percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Our result in dropped from 93.7% to 85.2%. When looking at the Accountability Pillar Data the results indicate that we need to provide a better understanding to grade 7 parents and grade 10 parents of new students in regards to school improvement. Almost all of the grade 7 parents chose “don’t know” as we are a 7 – 12 school and the 7’s and new 10’s did not attend Vauxhall Junior Senior High the previous year.

Year -2019 Parental Surveys – 14 Improved or stayed the same - 21 43 declined - 7 Don't Know - 29 64%

2019	N	83	14	57	12
	%	85.2	64.3	91.3	100.0
		Overall	Parents	Students	Teachers

Strategies:

Better promote the completion of Accountability Pillar surveys through the use of SchoolMessenger. Reminders and explaining the importance of feedback to guide school goals has always been done via the school newsletter. A more direct approach using Messenger and e-mails would provide more data from parents to guide school improvement.

Provide a better understanding to grade 7 parents, grade 10 parents and parents of new students to the school, in regards to school improvement. Too many parents answer “don’t know” when asked about our school because their child wasn’t attending Vauxhall Junior and Senior High School and they believe that the question is designed for parents who had their children attend this school last year. This clarification will be provided to School Council and the applicable parents by email.

Plan for action (how the strategies will be implemented (e.g. timeline, budget, etc)

School Council in October, parents in January through messenger and email.

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

A. Increase Student Engagement and Student Ownership of Work

With it being the sixth year of being involved in high school redesign we understand the role of reflection, data collection and course correction. As a staff we have chosen to make “Student engagement and ownership of student work” one of our major school goals.

The staff sees the need for ALL students to take ownership and have pride in their work. With the opportunity to re-do assignments and re-assess, students are making choices to turn in incomplete or rushed assignments. They also know that they will have an opportunity to re-assess and so some students are taking advantage of the system that we have created in our school in regards to reassessment and missing assignments (refer to policy below:)

- Proper use of flex time
- Stiffer parameters around late and redone assignments.
- Flex utilized for students who are behind or not doing their best work - problem with students handing in work that’s just ‘done’
- Bringing our averages up by focusing on lower students
- It’s not about completion, it’s about personal excellence
- Change the conversation about flex classroom assignments- not a punishment, an opportunity to build knowledge and skills with more direct interventions.

Vauxhall Junior and Senior High School

Guidelines for Reassessment

1. Teacher conferences
2. Students complete project work related to deficiencies on the evaluation
 - a. Demonstrate an understanding of curricular outcomes
 - b. All missing assignments relating to the outcomes must be complete (cumulative - depending on the class or content)
3. Demonstrate better understanding of concepts before rewriting test or assignment
4. Re-write test or assignment
5. Students must complete the rewrite within the given time frame at the teacher’s discretion
6. Unexcused absences on the testing day negates the opportunity for reassessment
7. Students must remain caught up on all current course work in order to be reassessed
8. This assessment practice should apply to all students, classes, and grade levels

Guidelines for Missing Assignments

1. Deadline to hand in work
2. Interventions for missing or late work
 - a. Grace period (at teacher's discretion - 1-2 days)
 - b. Mandatory attendance during FLEX, spares, and lunch for assignment completion at teacher's discretion
 - c. Contact with parents (teacher)
 - d. Administration Intervention: academic suspension for assignment completion

“Coherence” - Michael Fullen and Joanne Quinn

Plan for action (how the strategies will be implemented (e.g. timeline, budget, etc)

Attend regional high school redesign collaborative to meet with colleagues, attend assessment sessions and look for examples from other schools. (Fall and Spring Collaborative Sessions).

Use of school PD to examine best practice and look to design what works best for VHS in regards to changing our guidelines for re-assessment and missing assignments (October 25, FASM and March 6). Use of staff meetings for on-going discussion and reconvene assessment committee.

B. High School Redesign – improvement of Experiential Learning Week at VHS
<ul style="list-style-type: none">• Using E.L.W. to facilitate Sean Aiken type experiences so our students can begin to create a vision and direction in their lives.• In collaboration with HSD and the other high schools in horizon, expand on our experiential learning opportunities for high school students that will provide personalized opportunities for students to experience careers and schooling outside of what is currently available. This opportunity will provide exposure to areas of interest that may guide them in regards to areas of academic and/or occupational focus after high school.• Utilize our expertise to help guide other schools in our Horizon School Division as they navigate E.L.W. for the first time. Provide opportunities for ALL Horizon students that are in proximity to our school to share in the experiences that our staff and community offer.• Experiential Learning Week is a huge undertaking that will continue to create and develop leadership opportunities for the teachers of VHS. It will involve community organizations, parents, local businesses and industry to create an opportunity that will benefit the student of VHS.

Strategies

- *Utilize our Career Counselor to help survey students to find vocational and academic interests for life beyond high school.
- *Staff will tweek and develop in-house academic and vocational opportunities for students.
- *Work with Lethbridge College, Medicine Hat College and the University of Lethbridge to place individuals in their various programs for ELW week.
- *Work with the HSD Admin. Leadership team as we plan and implement ELW for VHS students
- *Work with other high schools in Horizon that are also creating the ELW experience for their students.

Plan for action (details as to how the strategies will be implemented (e.g. timeline, budget, etc))

- As more principals and schools are becoming interested in ELW we are meeting before admin. Meetings to discuss how we can work together on supporting each other and provide a Horizon ELW experience.
- Work with our Career Counselor to survey students and match them to E.L.W. programs whether in house or at the colleges or university.
- Utilize staff meetings and Friday After School Meetings to create and plan VHS ELW program.
- Set aside \$2,000 from decentralized budget and \$3000 from school fundraiser to help support ELW.
- Apply for Horizon funding for program as well as seeking out local sponsorship.

Key Action 2 – Response to intervention to meet the needs of all students

C. Provincial Desired Outcome for FNMI – supporting First Nations, Metis, and Inuit students' success.

Create a greater connection with FNMI and LGM students and parents within the school community at VHS. Develop a school climate and form relationships with all of our FNMI and LGM parents that allows them to see how vested we are in regards to their children and their children's education. Provide staff with opportunities to provide FNMI authenticity while aligning with the TQS.

Strategies

1. Authentic integration of FMNI into our curriculum. (Genuine ideas/experiences)

Meet and connect with FNMI and LGM students regularly.

*Use redesign principles of:

- Personalization Flexible Learning Environments
- Meaningful Relationships Home and Community Involvement
- Welcoming, Caring, Respectful and Safe Learning Environments

To create a stronger connection with school community.

*encourage extra-curricular involvement for all groups within school (connection).

*Use advisory program to connect students and staff as well as students.

*Model for staff ways to connect with all students.

*Use of CRM and Inclusive ed. supports such as collaborative team meetings and the Pyramid of intervention to support struggling FNMI and LGM students.

*School Fundraiser – November 8

*Operation Christmas family – December

*Encouragement and support LGM students in academic programming offered by VHS.

Plan for action

*September 26 – as a staff, and division, we participated in the educational programming provided by the Blackfoot Nation as we learned together about the history and perspectives of First Nations people at “Head Smashed in Buffalo Jump” near Fort McLeod.

*English department brought in a First Nations story teller to go over the oral history and First Nations story telling.

*Grade 9 students went on the Buffalo Tour with Elders in Stand-Off.

*Continue to provide PD funding for staff out of decentralized PD allocation that support FNMI and LGM understanding. Horizon supplied \$600.00 to each school as well as paying for Head Smashed in Buffalo Jump educational activity. VHS has allocated another \$1,500 for support.

*Utilize local FNMI resources to share knowledge and perspectives with staff and students